**Writing Folio Piece #1**

Choose one of the following topics about which to write your first writing folio piece, which will be formally assessed:

1. **Courage:** Page 81 displays a turning point for Ellie, when she confronts her fear and finds ‘true courage’. Can you think of other courageous individuals throughout history? Write a piece comparing the courage displayed by at least three people-why you think they are courageous, how they found their courage and how that contrasts with the other people you choose.
2. **Heroes and Villains:** On page 216, Ellie questions her motives for killing and on pages 91, 95 and 99, she has tried to grapple with the aftermath of what she’s done. Ultimately, do you think she’s a hero or a villain and why? You will need to use examples from the text to support your contention.
3. **Women’s roles in war:** Ellie is the protagonist of the novel and, together with Homer, leads the group on their guerrilla attacks on Wirrawee’s invaders. What have women’s roles in war traditionally been? What are they today? Consider our government’s decision to allow women on the front lines of war from 2016. Write a piece tracking the change over time of Australian women’s roles in war.
4. **Invasion:** War and conflict between and within nations have occurred right throughout history. So too have invasions, but they are slightly different to a traditional ‘war’. Ultimately, however, it does create a situation of war for those involved. Write a comparative piece about the traditional idea of war and the rules of engagement and compare it to invasions. You can use examples from history, today and the novel to support your ideas.
5. **Labels:** Read page 44 as well as the end of chapters 18 and scattered elsewhere throughout the novel. Ellie makes constant reference to the labels that society has created in order to describe people, places and ideas. Think of some of the labels and consequent judgements that are given out, choose some examples to write about and discuss their effects.
6. **Innocence and guilt:** On page 107, Ellie discusses the loss of her innocence and compares to growing out of her childhood. Throughout the novel, she also considers the idea of ‘guilt’-of her own killing, the Hermit’s acts and those of the group. Contrast these examples of innocence and guilt and write a piece that explores these ideas. As well as examples from the text, you can draw on ideas from your own experience and the world in general.

You will have some class time to research and draft your work, but you will need to use time at home in order to complete this task, too.

On our class wiki, <http://9cenglishwantirna.wikispaces.com/>, I will post some articles and relevant research material that you can use as your starting point. You could also read through some of this material in order to make your decision about which topic you’d most enjoy writing about.

**Word length**: 700 words

**Due Date**: April, 2013

**Method of submission**: print only. Do not email me your final draft unless you have an accompanying note to explain why you can’t print your work. However, you are encouraged to email me drafts of your piece prior to formal submission.

In addition to submitting your **first and final drafts** of your piece, you will also need to hand in the **assessment rubric** (on the next page) with which your writing will be marked. If you do not submit it, your piece will of course be marked, but you will receive no written feedback.

You must write a **Statement of Intention** to explain the purpose of your piece and the audience you are trying to reach. An example is written below for you (obviously, don’t copy it!):

Title: Should bullies receive harsher treatment in schools?

Author: Felicity Graham-Prowse

Genre: Persuasive writing

Audience: Parents of students who are bullied and the parents of bullies

Purpose: To persuade the parents to act immediately to stop the bullying that is affecting their family

Outline: This is an article in a primary school newsletter, written as a parent, to try to effect change in the bullying culture at my son’s school. I aim to persuade the school that bullies should receive much harsher treatment than they currently experience in order to discourage them from bullying other students. I use examples from my own experience as a mother and how the bullying that my son endured in early primary school affected our family as a whole, as well as the long-term effects it has had on his entire primary school journey, now that he is in Grade Six. I also use research from the Department of Education and other sources to add evidence to my arguments.